

Garfield Academy Abstract

Garfield Charter School was granted the 49th charter in 1994. It is located in an area associated with high poverty, crime, and violence. Ninety percent of our students meet the federal guidelines for poverty, 85% are Limited English Proficient and 90% of our children are of color. We have not accepted these factors as an excuse for low student achievement. In spite of these factors, the school has been able to transform itself into a school of choice for many children and has had a positive impact on the community that it serves. We serve 575 students in kindergarten through 6th grade.

With the four years of experience in school reform and a strong trend in rising student achievement, our school community saw the natural next step as the addition of the middle school grades to the charter initiative. Our community has long been concerned that large impersonal middle schools, school procedures alien to parents with limited English proficiency, and physical distance all contribute to the lack of success which our students have experienced in the past. Parents, teachers, partners, and students have been dialoguing and planning for the addition of the Garfield Academy for over a year. The need to house a middle school on site has been approved by the staff, School Site Council, the Charter Governing Board, and the Redwood City School District. After much discussion and planning, the Garfield Academy would enjoin the 6th grade with 7th grade in the year 1998-99 and add 8th grade in the year 1999-2000.

Our intent is to replace a less-than-successful middle school experience with an accelerated program that takes the best of the reform efforts of the elementary school and adds features that are based upon the latest research about the middle school student. With an eye to improving high school graduation rates for poor children of color, we have designed a "cadillac" version of middle school that will produce an exemplary environment because we believe we can settle for nothing less. Our expectations are high and with the Garfield Academy, we believe that we have organized ourselves to deliver the best.

Since its inception, Garfield Charter School has built capacity in the area of education, business, collaborations, and evaluation. This tradition of capacity-building positions us to accept the step of adding middle school grades to our campus. We are clear about our ability to deliver coherent curriculum, measure our results, manage new systems, and cultivate new relationships with our partners. The past four years have provided experiences that will allow us to succeed. With the critical need to lift children and their families out of poverty through education, we can accept no other result.

The funding of this grant will allow us to implement a comprehensive program focused on science, math and technology for students that have traditionally been left out of these rigorous core subjects. Assistance with the start-up of Garfield Academy would cultivate the values of academic success and lay the foundation necessary for it. With innovative approaches, effective organizational systems, and strong community commitment, we will achieve our "no excuse" goal of high achievement for all students regardless of their background.

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Educational Vision

Garfield Charter School is a bold experiment developed by a collaborative community effort and the joint partnership of the Redwood City Elementary School District and the County of San Mateo along with prominent foundations and corporations to create an education/early intervention model. Its goal is to reverse high dropout rates, segregation trends and abysmal academic performance of a poor, urban minority school.

Garfield Charter School's mission is to end the cycle of economic determinism experienced by children of poverty in this community and to develop a replicable model for under-performing schools in this country. If we accept that education is the door to opportunity for all Americans, it is imperative that "at-risk" children receive the chance to participate in and contribute to this country's democracy. To do so, they must have the chance to experience a first-rate public school education.

Our students are predominantly Hispanic (86%), low-income (90% of the children receive free or reduced price lunches), and Limited English Proficient (85%) from a variety of cultures. Prior to the charter, student academic performance had plummeted to the lowest quartile (1-25%) on standardized tests; parents in the community who could afford an alternative for their children left the school community. The majority of our students reside in the unincorporated area known as North Fair Oaks in San Mateo County.

Garfield has transformed from a failing school to an improving school on the road to an exemplary school by implementing a number of researched practices. Our schoolwide scores have moved from the lowest quartile (1-25%) to the high second (26-50%) quartile and the low third quartile (51-75%). We are our way toward the attainment of our primary master plan goal of reaching the top quartile achievement for all students. We focus the school's collective resources (people, money, and talent) toward this goal.

Garfield is currently expanding to include an accelerated middle school program with a math/science/technology focus. Parents initiated the middle school expansion. The capital project has full district support and is being financed by a school bond measure. The charter school is developing the program for an August 1998 start date. The first year it will serve 6th and 7th grades adding the 8th grade in the 1999-2000 school year.

The vision of the Garfield Middle School Program is to:

- ▶ Create an environment where low-income limited English proficient children excel in
the demanding areas of scientific, mathematical, and technological literacy;
- ▶ Provide a lasting foundation for students of color who are linguistically different which
grants them access to academic opportunities;

- Encourage and foster student commitment to academic goals and personal growth, and
- Cultivate the values of respect, responsibility and community involvement.

Philosophy and Research Base

The Effective Schools movement identified the correlates of effective schools. Many of these schools faced the challenge of serving low-income children, yet were able to organize under effective leadership, maintaining an educational focus and high expectations for student learning. They measured their academic results and created a climate that was conducive to achievement. The new generation of effective schools added additional correlates such as parent participation and time on task. These schools demonstrated that the school was the unit of change if the school community believed that all children could learn.

In spite of the massive research of Brookover and Lezotte, relatively few schools serving low-income children were able to replicate the success of these super schools. Schools serving middle income children with a smattering of low-income children also found themselves with a gap of achievement between low and high-income children. The Effective Schools movement simply described what was common among these high-performing schools but did not provide a road map for reform.

At Garfield Charter School, all the conditions necessary for becoming an exemplary school exist. Not only do we know that all children can learn, we believe that we are just the community that can teach them. We have been able to build this efficacy after four years of substantial reform, which has positively impacted student achievement. Our reform efforts have centered on the effective school correlates. With our brand of reform and through site based management, we have redefined educational leadership to capitalize on the strengths of teachers, parents, students and other community members. Our focused effort has centered around the high expectation that all students will be reading at or above grade level at the end of the 2nd grade. We have organized around this goal and are moving toward its accomplishment with the establishment of a reading guarantee, a strong pre-school program, and the close collaboration with our parent community. We require and receive parent involvement at all levels of decision-making, including teacher recruitment, monitoring of achievement, policy setting, and financial oversight. We measure our work with standardized testing, performance based assessments and monitoring instruments which we administer and evaluate three times a year for each child. Our innovative teaching practices, longer school year and school day, smaller class sizes, and extensive staff development help us to achieve our "no excuse" goal of high achievement for all students.

Objectives

The middle school expansion will accomplish a very important task, high school graduation. For most of our families, our students will be the first in their family to graduate from high school and enter higher education. We dare to think that we can lay the foundation for this to occur. Our short-term goals are to:

- Accelerate math achievement by providing two daily periods of hands-on instruction and a rigorous curriculum so that students leaving the 8th grade will be placed in upper level math courses in high school;
- Accelerate science achievement by providing two daily periods of hands-on instruction and a rigorous curriculum so that students leaving the 8th grade will be placed in upper level science courses;
- Provide technological access by integrating the use of technology in their core subjects and provide direct instruction so that students will produce high quality multi-media products, which demonstrate their proficiency; and
- Reduce the impact of negative influences associated with adolescence in poverty by engaging students in high interest, responsible community and service learning activities.

The immediate evidence of our success will be high middle school graduation rate, improved student attendance, and the reduction of school failure as indicated by retention rates.

Educational Capacity

Garfield Charter School has had a history of increased educational capacity since its inception as a charter. The charter demands innovative research based practices for teaching and learning as well as an increased measure of accountability. Through partnerships with service providers such as the Noyce Foundation in Early Literacy and the Bay Area School Reform Collaborative in successful reform strategies, we have been able to strengthen our educational capacity.

Instructional Strategies: The curriculum is based upon the Redwood City Elementary School District's standards which were developed from the National and State Curricular Frameworks. The core program is based upon the principle of "first good teaching" (Guided Reading, Gay Su Pinell), which is interactive, hands-on and experiential. Teachers use a multi-faceted approach to instruction to ensure that all learning styles are addressed. A class size limit of 20 (k-3) and 24 (4-6) and a longer school year are features of the charter to increase the amount of individualized instruction and attention that students receive. We provide safety net strategies aimed at early prevention such as: Reading Recovery, Early Learning Literacy Initiative (ELLI), and after school tutoring.

Measurable Outcomes for Student Performance: We have established reading benchmarks for grades K-3 that reflect what students in San Mateo and Santa Clara County schools are expected to do through our relationship with the Noyce Foundation. This led to the adoption of the Reading Guarantee this assures all students will be reading at grade level by the end of 2nd grade. Mandatory summer school is the safety net strategy for those children that need additional help.

Student Assessment: Students are assessed every year with the CTBS and Aprenda standardized tests, the Redwood City School District's Performance Based Assessment in 2nd, 5th, and 7th grades (Reading, Writing, and Math), and this year they will be tested with the SAT 9 Star Program. Because the majority of our students are second language

learners, we have a schoolwide focus on literacy. To monitor our student's progress and adjust program accordingly, two monitoring assessments are used: the Marie Clay Monitoring and Running Records. Formal assessments are conducted three times a year and informally on a regular basis.

Professional Development: Building staff capacity to ensure quality teaching is a prized value of the Governing Board and administration. Substantial resources have been allocated to provide a minimum of 13 days of staff development/work days each year. All K-3 teachers on staff have been trained in the 10 week Early Literacy Intervention Course (ELIC) which is taught by the Literacy Resource Teacher. In addition, a professional staff library is organized and maintained on campus with both classroom materials and teacher reference materials. Teachers also have access to the Internet for research (except this year during the district modernization project). In-depth literacy training was provided to the preschool staff this year.

For the next three years, staff development will be focused on the Leadership Project that the Bay Area School Reform Collaborative (BASRC) has granted. Staff development will focus on the standards redevelopment, curriculum alignment, rubric creation and implementing a student portfolio assessment for reading comprehension and writing in the first year. Science, Math, and Social Science will be addressed in years two and three in the elementary program. Reading and Writing in all content areas will be the focus of this project for the middle school staff. The primary purpose of the project is to continue to lift student achievement.

Experience and Knowledge of Staff: Garfield's Executive Director is an instructional leader with 12 years experience as a teacher and administrator and 3 years experience as a coordinator of curriculum instruction and assessment. Our Leadership Team consists of Literacy, Technology, Bilingual, and Partnerships Resource Teachers. In addition to their classroom experience, these staff members have expertise in their assigned roles and provide leadership and mentoring to newer staff.

Business Capacity

The K-6 program has a staff of 37 teachers, 4 support personnel and a preschool staff of 11. The Preschool – Grade 6 program serves 650 students. Our organizational capacity is defined in the joint powers agreement and our charter. Specific functions are described below:

Financial Master Plan Goal: The administrative operations, school structure, and site-based management approach are designed to support the Financial Stability Goal of the Master Plan Goals. It reads: "The Garfield Governing Board will approve a balanced budget each of the five fiscal years of the JPA that meets our Charter requirements and goals. Fundraising efforts in the first three years will match the county's contribution of \$300,000 per year and continue to raise \$300,000 each of the following years. Garfield will pursue a permanent funding of the Charter programs (possibly an endowment). The

school has raised \$300,000 each year; however, the endowment project to fund the longer school year and schoolwide reduced class size remains a challenge.

Governance: The school is governed by an eight member governing board (two County supervisors, three parents, a teacher, a business representative and an educational expert) under a Joint Powers Agreement between the Redwood City School District and the San Mateo County Board of Supervisors. It is the only charter school in the state, and perhaps the country that functions under a Joint Powers Agency of two public entities. In addition to the Governing Board, the school is led by the School Site Council, a body of parents, teachers and community members who oversee day-to-day decision-making, serve as the appellant body for the parent contract, provides a forum for parents and community members to debate issues and make recommendations to the Governing Board. The School Site Council is comprised of four (4) teachers, the Executive Director, the Preschool Director, and seven (7) parent representatives (one representing each grade), the Parent Coordinator and the Student Council President, for a total of 15 members.

Management: On-site management is provided by an Executive Director who uses a strong site based management approach. Supporting the Executive Director are: the Preschool – ChildCare Program Director, two major staff committees, a School Accountant, and with the additional of the Garfield Academy, (the middle school), a Middle School Dean will be added.

The Leadership Team and the Achievement Committee have been established to ensure that Garfield remains clearly focused on achieving the Master Plan Goals. The role of the Leadership Team is to align all of the school resources with the Master Plan academic goal of high achievement. The Leadership Team is comprised of a Literacy Coordinator (1 FTE), a Bilingual Resource Teacher (.5 FTE) a Partnerships Coordinator (.5FTE), a Technology Coordinator, a Performing Arts Coordinator, and the Executive Director. These positions build staff capacity for leadership.

The Achievement Committee was created to support our primary goal of High Achievement for all students. Their work will be funded by the Bay Area School Reform Collaborative (BASRC). They will be the implementation team to redevelop standards, align curriculum, design rubrics and create a portfolio assessment. The Achievement Committee will provide staff leadership and support on a weekly basis during their grade level team planning times.

Budgetary, Administrative, and Audit Functions: The \$3.3 million dollar annual budget is prepared by the School Accountant with oversight and assistance from the County Controller's Office. The Budget Committee of the Governing Board meets with the Executive Director, School Accountant and Audit Chief from the Controller's Office to review, refine, and recommend the proposed annual budget. The budget is based on a fiscal year and adopted in June by the Governing Board. Once the Governing Board has approved the budget, a copy with the enabling board resolution is forwarded to the Redwood City Elementary School District and the San Mateo County Office of

Education. The budget is modified twice a year, once in October and again in January. Monthly budget reports are prepared and included in the Governing Board Agenda packets. The School Accountant attends all board meetings to answer questions, to develop budgetary analysis for proposed board policies and to incorporate budget changes based on board decisions.

The Governing Board has requested the development of a three-year budget. Last year was the first year this task was completed. It is an indicator of the competency of the financial team that guides school fiscal policy.

Insurance and Liability: Garfield Charter School has insurance liability coverage through the County of San Mateo and the county provides for the defense of any claims or litigation against the Joint Powers Agency under which the school operates.

Payroll, Accounts Payable, and Accounts Receivable: The Audit Chief created a system of internal controls that was adopted by the Board and guides all fiscal transactions. The School Accountant handles all payroll; all San Mateo County schools use the County of Education to produce their payroll checks. Payroll information is prepared and electronically journaled to the County Office of Education by the School Accountant. For internal purposes, the School Accountant prepares monthly payroll reports that include: a Pre-List (a list of all employees with their gross-to-net pay), a Deduction Review List, and a Transmittal Report that shows which funds employees are paid from. Prior to the release of payroll data to the County Office of Education, the Executive Director must review and approve the Payroll Reports and submit a signed copy approving the release of the funds. When the payroll checks arrive, the check amounts are cross-referenced with the reports to insure accuracy.

The School Accountant is responsible for all accounts payable and provides the Board with a warrant list in every Agenda packet that details the expenses for the period. In addition to these responsibilities, the School Accountant handles the school's direct receivables and prepares the first and second interim reports (J-251s). Receivables include: preschool tuition income, grants and donations (like the State Preschool Contract), and volunteer hours purchased by parents. The School Accountant works with District Business Office personnel to ensure that Garfield receives its pro-rata share of general and categorical fund revenues. The School Accountant maintains an electronic journal of accounts that matches the Redwood City Elementary School District journal of accounts and is held by the San Mateo County Office of Education.

Personnel Records and Reports: The School Accountant is in charge of all personnel records, health, dental and vision insurance, and workers compensation claims, and personnel leave records (sick, vacation, bereavement and personal days).

Recruitment (hiring, firing, disciplinary action): The School Accountant places the recruitment advertising, collects the applications and resumes and prepares the interview packets for the Recruitment Committee. All applicants are interviewed by a committee comprised of teachers, the Executive Director and parent representatives. Reference

checks are conducted for top candidates. Applicants are recommended for Board approval. Once approved, the School Accountant prepares a letter of contract and a packet of information with all necessary employment forms (insurance, etc.) All teachers are hired on a year-to-year contract. Evaluations are conducted by the Executive Director completes.

Audit: The Governing Board selects and retains an independent auditing firm to audit the school's financial records and statements every year. Once the School Accountant has prepared the year-end Close of Accounts, (all A/P and A/R have been accounted for the year) it is submitted to the Auditors. Once the Audit Report has been certified and accepted by the Governing Board, the information is public. We are obligated to provide the Redwood City Elementary School District a healthy audit report every year in order to maintain charter status. We also forward a copy of the audit to the San Mateo County Office of Education.

Collaboration and Networking Strategies

In-school collaboration: Teachers work together in grade level planning teams for two-hours each week. At this time, students are in the Magnet Program Rotation of dance, music and technology. Teachers develop curriculum based on standards and align instruction, share strategies, materials, and ideas. In addition to team planning time, teachers have the assistance of the bilingual, literacy, and reading recovery teachers to build their educational capacity to bring each child to their fullest potential. Teachers participate in staff committees, such as (e.g., Literacy, Technology, Teacher Recruitment and Assessment). Ad hoc committees address specific issues (e.g. Calendar Committee, Middle School Development Committee). In this way, staff participate in site-based management opportunities, learn from one another, and build capacity.

Parent and Community Involvement: One of the greatest successes of the Garfield Charter School is the parent involvement component. Our parents are active, visible partners that have contributed overwhelmingly to the program and the sense of community. Parents are classroom helpers, playground monitors, cafeteria and office support, board members, fundraisers, painters, and field trip chaperones. This was not true prior to the charter. Parent involvement at school is mandatory and contractual. Student eligibility depends upon the parent's willingness to be a partner with the school. Parents are required to contribute four hours per month to the school. The hours and jobs are varied and flexible. Parents (guardians, family members) are required to see that their child attends school regularly, wears a uniform, comes to school on time, and reads to them 20 minutes every evening. A part-time Parent Coordinator helps match parents, teachers, and jobs together and tracks the volunteered hours. If a parent falls out of compliance with the contract they are called, notified by mail, and a conference is set up. On very, very rare occasions, a child has lost enrollment eligibility due to parent contract neglect. The contract is enforced, however, and the parent dominated Site Council provides the forum for appeals.

Collective knowledge and experience of partnerships: We have worked hard to establish a strong network of partners that support the Master Plan Goals. We seek to establish meaningful two-way partnerships where both partners are mutually committed and gain from the partnership.

Master Plan Goal #1 -- High Academic Achievement:

S.H. Cowell Foundation: Provided a three-year unrestricted implementation grant to support the charter program and help implement the charter components.

Bay Area School Reform Collaborative (BASRC): Selected as a Leadership School. Awarded a three-year grant to implement the redevelopment of standards, the cross-grade alignment, and authentic assessment development project.

Noyce Foundation: Selected as a Literacy Leadership School to participate in the ELLI program; our Literacy Coordinator participates in the Ohio State University program on early literacy. School commitment to the implementation of this outstanding program is five years.

Peninsula Community Foundation: Provided a three-year unrestricted implementation grant to support the charter program and help implement the charter components.

Stanford Tennis & Tutoring: A partnership in the making. Stanford will construct courts and operate a student volunteer operation of coaches and tutors to serve 100-150 students per day. Tutors/Tennis relationships last from the time a child begins the program until they graduate from high school.

Master Plan Goal #2 -- Diversity:

Redwood City School District: Magnet Program Funds have enabled a strong Performing Arts and Technology Program.

Community Development Block Grant funds: Helped to build a 4 classroom preschool-childcare facility and playground. With a strong program, “white flight” parents from the neighborhood enroll their children and evaluating the K-6 program.

Redwood City and Menlo Park Kiwanis Clubs: Helped to fundraise to furnish the clinic, library, and preschool/childcare facility with new and donated equipment.

Raychem Corporation: Provided annual grants to support the preschool and summer school.

Master Plan Goal #3 -- Bilingualism:

Cargill Salt: Provided funds for library books (English and Spanish).

Project READ: Run by the Redwood City Library on our campus, this adult literacy program helps families learn English.

Master Plan Goal #4 -- Financial Stability:

County of San Mateo: Provided a three-year \$300,000 /yr. implementation grant for first four years if a match was raised. Additionally, the County has provides expertise in a variety of areas saving thousands of dollars in: Fiscal Oversight, County Controller’s Office; Personnel Recruitment assistance (in the initial years) Employee & Personnel Services; Grantwriting assistance, Board of Supervisors staff; Legal Counsel, County Counsel; After School D.A.R.E. Program County Sheriff.

Overall Program Evaluation

Three specific program evaluation measures are reviewed and shared publicly on an annual basis. These include:

Student Success Indicators: Test results on CTBS, Aprenda, the Star SAT 9 and the RCSD Performance Based Assessments, attendance, and parent participation.

Financial Audit: Annual reviews of the financial management, fiscal health, and internal controls in place at school. It is submitted to the district per the charter.

Annual Report: A comprehensive overview of school operations, test results on student performance, reports on attendance, diversity, fundraising, the magnet program, parent participation, preschool/childcare service, major work undertaken by the school, and challenges that lie ahead. This report is provided to the district and our partners on an annual basis.

Description of Grant Project Goals and Activities

Needs Identification & Community Involvement in the Decision-Making

The charter school has empowered the parent community as they have become more involved with the school and their children's academic lives. The Garfield Academy middle school program is the result of their advocacy. Once the components of the charter program were implemented, parents began to appreciate the improvements in the school and began to lobby the Governing Board and the Redwood City School District to permit the school to expand to a PreK – Grade 8 program. Our parents have poignant concerns. They worry that their children will get “lost in the shuffle.” Each of the district's large junior highs has 1000+ students. They fear the worst (gangs, drugs, teenage pregnancies, school dropouts, or a combination of these) and for good reason. The dropout rate for Sequoia Union High School District is the highest in San Mateo County. The Sequoia High School dropout rate is 6%; however 70% of their dropouts are Hispanic students who live in North Fair Oaks (San Mateo County Office of Education).

Parents are seeking a smaller middle school program that is located in their neighborhood. They want to continue the kind of access, accountability, relationship and community involvement with the school that they now have. They want a program that allows for greater individual attention and a longer school year, both are components of the charter.

The Redwood City Elementary School District is supportive of the expansion and has agreed to build a 15-classroom facility on the campus to be completed in the year 2000. The district is bursting at the seams with student population increases; Garfield will alleviate some of this growth and has the physical land to accommodate the expansion.

The Governing Board, Executive Director, staff and funders support the middle school expansion. The staff is interested in keeping and further enriching the existing student population, believing that the smaller class size, parental involvement, longer school year, support for second language learners and a positive school climate will compound the academic gains made during the K-6 program. They believe their familiarity with the strengths and weaknesses of individual students help them to better support the growth and development of our at-risk students. Additionally, the staff has a vested interest in maintaining the integrity of the academic data results that reflect the success of the K-6 program.

In the site-based management tradition of Garfield Charter School, the Middle School Development Team (MSDT) was formed to determine the needs assessment for the middle school program, to establish an organizational structure, and to ensure the core program is based upon standards, best practices, and measured with valid and reliable assessments. The MSDT consists of: the Executive Director, the Partnerships Coordinator, three upper grade teachers, an elementary teacher, and assistance from the Curriculum Specialists at the San Mateo County Office of Education, representatives from the Parent-Teacher Group and the Sixth Grade Student Body Representatives. The

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Educational
Vision..... 3

Educational
Capacity.....5

Business Ca by request to any interested party. These measures of success include but
are not limited to:

Test scores on Star SAT 9 and RCSD Performance Based Assessments
Portfolio Assessments
Monitoring Assessments (Science and Math Performance Tasks)
Writing Sample on two Writing Domains
Attendance
Discipline
Number of student hours completed in community service learning projects
Number of parent hours
Successful graduation completion
High school retention rates

Staff Success Measures: The Achievement Committee is responsible for the BASRC Project will evaluate the staff success measures related to standards project. Teacher retention rates and professional development training opportunities will also be discussed in the Annual Report.

Some of the indicators of staff success that we will review are: Teacher retention rates, participation in continuing professional development, collaboration with other middle schools, the progress of the BASRC standards project which includes rubric development and portfolio design, and curricular alignment with both the K-5 and 9-12 programs.

Project Completion: The Executive Director, Middle School Dean and MSDT are responsible for completing the tasks detailed in this proposal. They will prepare a report to the Governing Board, Redwood City Elementary School District, and State Charter School Office at the midpoint and the end of the allocation cycle. The evidence of project completion will be: the establishment of collaborative partnerships to support the program, the development of a fully functional Science Lab, the student access to Distributive Technology in all middle school classrooms, a strong core program in Science, Math and Technology, and a well-planned and coordinated transition to the new middle school facility and addition of 8th grade staff and students in the 1999-2000 school year.

Expenditure Process

The Executive Director will manage the Charter School Grant funds. All expenses incurred must conform to the specifications of the grant and be approved by the Executive Director. Specific components of the grant will involve the participation of other school personnel. They are discussed below:

Organizational Budgetary Item(s):

The Executive Director and the Recruitment Committee of staff and parents will interview the Middle School Dean candidates and make a hiring recommendation to the Governing Board for their approval. Staffing recommendations will be finalized in the June and August Board meetings.

Academic Budgetary Item(s):

Science/Math: The MSDT is in the process of selecting core and supplemental curricular materials. The Executive Director and the MSDT for approval will present recommendations to the Governing Board. The MDST will place the orders for the instructional materials. Purchases will be processed through the on-site administrative office. When possible, we will piggyback our orders with the Sequoia Union High School District Purchasing Office that coordinates curricular purchases for many schools and districts in San Mateo County.

Technology: The Technology Resource Teacher will advise the MSDT on the appropriate IBM computers, printers, and software and seek competitive offers to secure the best price. The research and acquisition of the technology equipment will take place during the summer.

Professional Development Budgetary Item(s):

Once the Middle School Dean is on site, the Dean and Executive Director will coordinate the professional development inservice and handle any remaining instructional purchases. The School Accountant will maintain a complete inventory of purchases and expenses related to the Implementation Funds from the Charter School Grant